



# **Commander Collins**

## **Section Contents**

Female Family Member Interview Activity	2
Female Family Member Lifeline Activity	3
Be a Goal Setter Group Activity	4
I Know a Goal Setter	5
I'm a Weekly Goal Setter	6
I'm a Monthly Goal Setter	7
Student Reading: Personal Preference Kit	8
Student Worksheet: Student Personal Preference Kit	10



## ***Female Family Member Interview Activity***

**Directions:** Choose a female member of your family (or a female friend of the family) who is 25 years old or older. Ask this female the questions below, plus two of your own. Carefully record her answers.

1. Name one goal you set and achieved.  
Why do you think you were successful in achieving this goal?
2. Name one personal triumph (not necessarily related to a career) of which you are particularly proud? Explain your pride in this triumph.
3. Growing up as a child, what kind of career choices did you believe females had?
4. Name one moment in your life when someone or something greatly influenced you. Explain why it influenced you like that.
5. Write your own question here:
6. Write your own question here:

## ***Female Family Member Lifeline Activity***

**Directions:** Choose a female member of your family (or a female friend of the family) who is 25 years old or older. Ask this female the questions below. Carefully record their answers. Then create a timeline that displays the information about her life. Include pictures to illustrate the information.

1. What is your year of birth?
2. What year did you begin school?
3. If you graduated from high school, what year did you graduate?
4. If you attended college or a technical school, where did you attend and what years did you attend?
5. Name 2 personal triumphs of which you are particularly proud and tell what year each happened.
6. Give the year you began working at your first paid job and tell what kind of work it was.
7. Give the year you made your first big trip or vacation on your own and tell where you went.
8. If you won any special award or recognition for something you accomplished, tell the name of the award and the year you received it.



## ***Be a Goal Setter Group Activity***

A goal setter is someone who identifies what he or she wants to accomplish, and then clearly lists the steps that need to be taken to achieve the goal. The goal setter then follows each step and achieves the goal in a timely manner.

Part of being a good goal setter is to set goals that can be achieved within your time frame. Too many times people set goals that cannot be achieved because they do not allow themselves enough time to accomplish the goal. They may not have listed all the steps that they needed to take. Or they did not give themselves a reasonable amount of time to achieve each step. You will have a greater chance of success if you set reasonable goals and allow yourself time to accomplish each step.

For example, suppose you wanted to learn how to play basketball, a game you have never played before. If you set this as your goal, but say you will accomplish this goal by the end of the week, you will probably not achieve your goal (especially if you have to go to school that week, take care of your chores and sleep!).

Let's look at what's involved in this goal.

**Goal:** To learn how to play the game of basketball.

### **Steps:**

1. Learn the rules.
2. Learn each position's job.
3. Learn how to dribble.
4. Learn how to pass the ball (chest pass, bounce pass, etc.).
5. Learn how to shoot (lay-up, free throw, jump shot, etc.)
6. Learn how to run certain plays.

Even if you learned one step a day, you still need lots of time to practice each one of these new skills. So one week would not be enough time to really learn the game of basketball. Give yourself more time (practice time) and you will successfully achieve your goal.

### Group Work

In your group break down the goal your teacher gives you into not more than 7 steps. Write them down on the back of this page. Be ready to share each step with the class and be prepared to explain your reasoning for choosing the steps you did.

## ***I Know a Goal Setter***

**Directions:** Interview an adult who considers him/herself to be a goal setter. A goal setter is someone who identifies what he or she wants to accomplish and then clearly lists the steps that need to be taken to achieve the goal. As you ask your goal setter each question below, fill in the answers.

1. Individual's First Name:
2. A goal he/she set at some time in his/her life:
3. At what age did he/she set this goal:
4. List the steps that he/she had to take to achieve this goal:  
(Ask him/her to try to keep it under 7 steps.)
  - A.
  - B.
  - C.
  - D.
  - E.
  - F.
  - G.
5. How did he/she feel after accomplishing this goal?
6. Was working towards this goal worth the effort and sacrifice?

# ***I'm a Weekly Goal Setter***

**Directions:** Set a reasonable goal for you to accomplish this week. Complete the form below and be ready to discuss your progress as the week goes by.

My Name:

The week of:

My goal for this week is:

These are the steps I will take to achieve my goal (You do not have to use all 5 steps):

- 1.
- 2.
- 3.
- 4.
- 5.

## Mid-Week Check

\_\_\_\_\_ I am on schedule and working towards achieving my goal. Explain why you think you are on schedule.

\_\_\_\_\_ I am a little behind schedule as I work towards achieving my goal. Explain why you think you are behind schedule.

\_\_\_\_\_ I have not spent much time working towards my goal. Explain why you think you have not spent much time working towards your goal.

## End of the Week Check

Did you accomplish your goal? How do you feel about this goal activity?

## ***I'm a Monthly Goal Setter***

**Directions:** Set a reasonable goal for you to accomplish this month. Complete the form below and be ready to discuss your progress as the weeks go by.

My Name:

The month of:

My goal for this month is

These are the steps I will take to achieve my goal (You do not have to use all 5 steps):

- 1.
- 2.
- 3.
- 4.
- 5.

### Mid-Month Check

\_\_\_\_\_ I am on schedule and working towards achieving my goal. Explain why you think you are on schedule.

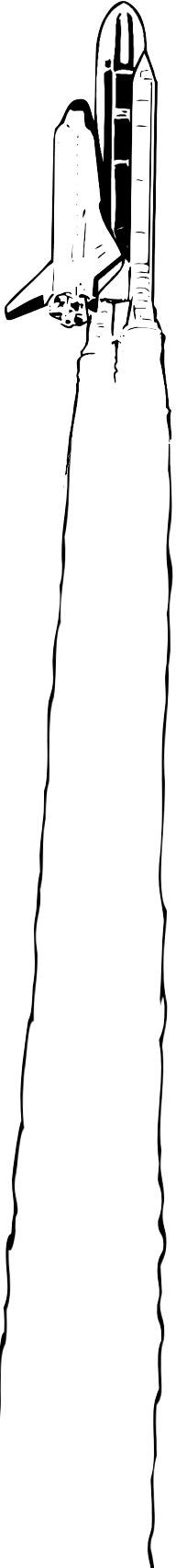
\_\_\_\_\_ I am a little behind schedule as I work towards achieving my goal. Explain why you think you are behind schedule.

\_\_\_\_\_ I have not spent much time working towards my goal. Explain why you think you have not spent much time working towards your goal.

### End of the Month Check

Did you accomplish your goal? (Explain why or why not.)

## Student Reading: Personal Preference Kit



Each crew member of a space shuttle mission is allowed to bring personal items on board with them. There is a Crew Options List from which each member gets to select items. Some items on the Crew Options List include watches, handkerchiefs, seat cushions, and safety helmets. These items are usually placed in their



*Astronaut Robert D. Cabana, mission commander, leaves little doubt as to his allegiance for the big annual gridiron rivalry between two major military academies in Philadelphia, Pa. STS088-E-5012 (12-05-98)*

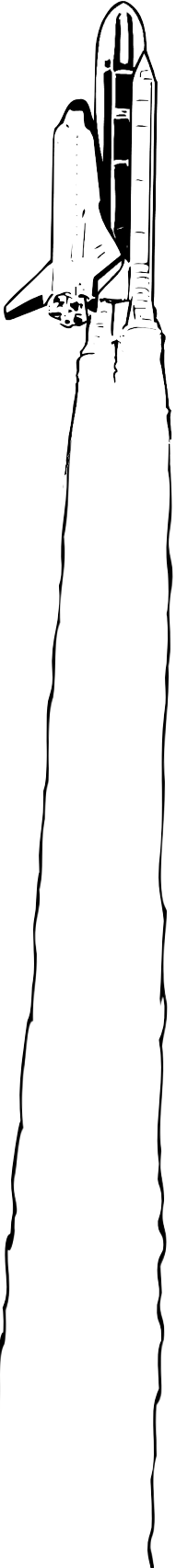
personal belongings locker on board the orbiter. Crew members have been known to bring along pennants or hats with their college name or logo on them, shirts, favorite books, audiotapes or compact discs of their favorite music, musical instruments, stickers, ties or special items from a family member, friend or deceased loved one.

Crew members each have a Personal Preference Kit (PPK) in which they can fly up to 20 personal items. These items have to be very small because the bag in which they are carried is only about 3" x 3" in size. Most of the time, a crew member will fly family items such as jewelry, photos and other small mementoes.

For bigger items, each mission flies the Official Flight Kit (OFK). The list of items that are stored in this kit must be approved through official NASA channels. These are usually items that are flown on requests from foreign governments, schools and other institutions like museums and professional organizations. Some of these larger items flown in the Official Flight Kit have included the flags of foreign countries, patches or other special awards that would be presented later to honorees of an organization. Also, small museum pieces are flown and later displayed in that museum's exhibit. The items that are flown in the Official Flight Kit must go through a strict screening process before being approved for flight.



## ***Student Reading: Personal Preference Kit (continued)***



In some cases, crew members fly items of historical importance. For example, on STS-90 for Neurolab, crew members included microscope slides. These stained slides had been used during the neuro-research of a Spanish scientist who was one of the first scientists to study and catalog brain cells. The



*Sergei Krikalev, mission specialist representing the Russian Space Agency (RSA), unveils a banner displaying the flags of all the International Space Station participants. (STS088-E-5089, 12-11-98)*

Smithsonian Institute requested that for one mission a piece of fabric from the original 1903 Wright *Flyer* be flown on a mission. Commander Eileen Collins brought with her on STS-63 the pilot's license (*Federation Aeronautique Internationale*) which had been granted in France to American female pilot Bobbi Trout.

Of course, the items that most crew members seem to bring with them on every mission are junk food and cameras. It will be interesting to see what special items Commander Collins will fly for her next mission (STS-93). Word has it that she will be taking along a scarf and pilot's license that had belonged to the American female aviator Amelia Earhart. So we see that between the Personal Preference Kit (PPK) and the Official Flight Kit (OFK) many personal and unique items are flown into space on every mission.

## ***Student Worksheet: Student Personal Preference Kit***

**Directions:** Pretend you are joining Commander Collins and the crew of flight STS: 93 on their flight. You will be given a personal flight kit (which for you will be the size of a typical shoebox.) You will be allowed to place 5 personal items in this box. These items must be able to physically fit into the box. List the 5 items you will take with you. After each item, explain why it is important to take with you.

Next, place these items or replicas in your box. Attach a tag to each item explaining its importance. Or tape your list with each explanation to the lid. Decorate the box appropriately.

1. Item:

Explanation for importance:

2. Item:

Explanation for importance:

3. Item:

Explanation for importance:

4. Item:

Explanation for importance:

5. Item:

Explanation for importance:

